CONCURRENT EVALUATION OF

TLC DISTRICTS

NATIONAL LITERACY MISSION
Directorate of Adult Education
Ministry of Human Resource Development
Department of Education
Government of India
New Delhi

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Director General
National Literacy Mission

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FOREWORD

The launching of the National Literacy Mission on 5th May, 1988 marked the beginning of an effort to place 'functional literacy for all' on the national agenda. The success of the mass literacy campaign initiated in 1989 in Ernakulam District led to the rapid expansion of Total Literacy Campaigns. Other districts in the country adopted the campaign approach at an ever-increasing pace. Since 1989, the Mission accomplishments have been quite phenomenal. More than 425 districts in the country have been brought under the fold of Total Literacy Campaigns. Of these, 188 districts have entered the post-literacy phase. The experience of the past few years, however, shows that while the literacy campaigns have achieved remarkable success in several districts across the country, there have also been quite a few districts where the campaigns have floundered for a variety of reasons.

The Department of Education in the Ministry of Human Resource Development constituted in April, 1993, a Six-Member Expert Group under the Chairmanship of Prof. Arun Ghosh to undertake a status-cum-impact evaluation of literacy campaigns launched in different parts of the country. In addition to the general recommendations, the Expert Group made special suggestions about monitoring and evaluation procedures. It specifically recommended that evaluation of literacy campaigns need to be conducted not only with a credible methology but also in the right spirit. The purpose was to provide an objective and reliable feed-back to lacal organisers about the present status of campaigns, their strength and weakness, so that remedial measures could be promptly taken. The group also suggested broad a frame-work for evaluation of literacy campaigns.

It is in this context that the National Literacy Mission decided about two years ago, to introduce more meaningful and rigorous evaluation systems keeping in view the need to facilitate and ensure effective implementation of literacy programmes. The new evaluation system introduce by the NLM requires each TLC district to be subjected to concurrent evaluation, in addition to final evaluation. The NLM, in August, 1996 also circulated broad guidelines for conducting of concurrent evaluation and decided to develop more detailed guidelines at a later stage after consultations and discussions with evaluation experts and agencies.

The present guidelines on concurrent evaluation have been prepared after detailed exchange of views with the Director General, National Literacy Mission, Officials from Directorate of Adult Education and a few experts from leading Social Science Research Institutes. Of these, special mention must be made of the contribution made by DG, NLM who went through all the chapters thoroughly and provided very valuable editing inputs. It is hoped that this Manual would be found useful by the functionaries of the State Directorates of Adult Education, Zila Saksharata Samities in charge of implementing literacy programmes and evaluation agencies. The aim of the Manual is to facilitate a clear understanding of the essential aspects of different activities to be evaluated and methodology to be adopted by the agencies assigned with concurrent evaluation. The manual will be, if necessary, suitably revised after the methodologies prescribed have been put into practice and some feed-back has been received.

I am thankful to Shri H.O. Tewari, Director, Directorate of Adult Education who suggested preparation of this manual, to Prof. Indra Deve, Professor Emeritus, RS University, Raipur, Dr. Sudhakar Gadam, Reader, Gokhle Institute of Economics and Politics, Pune and Shri A.M. Rajashekar, Deputy Director, DAE who went through the manuscript and gave valuable suggestions.

MUSHTAQ AHMED

New Delhi,
10.4.1997

BHASKAR CHATTERJEE, IAS
Director-General,
National Literacy Mission
Joint Secretary, Adult Education

March 04, 1999

D.O. No. F. 26-1/99-DAE(R&E)

Dear Mr. Bharadwaj,

The National Literacy Mission is continuously trying hard to standardise the evaluation procedures for evaluating Total Literacy Campaigns and Post Literacy Programmes. It has developed guidelines for undertaking evaluation of TLC and PLP districts for empanelled agencies, with the result, the evaluation reports being received have become standardised and comparable.

Great stress is being laid by the National Literacy Mission to the involvement of State Directorates of Adult Education in the implementation of the Adult Education Programmes. The State Directorates are organising monthly monitoring meetings of all the Zilla Saksharata Samities to enable them to assess the present status of Adult Education Programme in the various districts. The State Directorates of Adult/Mass Education have positive role to play in helping the evaluation agencies to undertake the evaluation studies.

Therefore, it has been decided to make it mandatory on the part of evaluating agencies to consult the State Directorates of Adult/Mass Education before undertaking any evaluation study and also to discuss the findings after the completion of the study and finalisation of the report. This will ensure that the findings of the study are used to strengthen the adult education programmes at the field level.

Centrally empanelled evaluation agencies and State Literacy Mission Authorities/State Directorates of Adult Education are requested to take careful note of the above instructions.

Warm regards,

Yours sincerely,

(BHASKAR CHATTERJEE)

Mr. Vivek Bharadwaj
Joint Secretary (MEE)
Government of West Bengal
Vikas Bhawan, 9th Floor,
Salt Lake,
Calcutta-700 091

BHASKAR CHATTERJEE, IAS
Director-General,
National Literacy Mission
Joint Secretary Adult Education

F. No. 18-1/90-DAE(R&E)   March 01, 1999

Dear Bhaskar ji,

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The ... empanelled evaluation agencies and State Literacy Mission Authorities/State Directorates ... Education are requested to take careful note of the above instructions.

With regards.

Yours sincerely,

(BHASKAR CHATTERJEE)

Shri Tapas Bharadwaj
Joint Secretary (AEE)
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BHASKAR CHATTERJEE, IAS
Director-General,
National Literacy Mission
Joint Secretary, Adult Education

D.O. No. F. 26-2/97-DAE(R&E)   27 January, 1997

Dear Sir/Madam,

Please refer to my D.O. letter No. F. 4-9/95-AE. I (Pt.) dated 12.12.1995 and D.O. No. F. 29-4/96-DAE(T) dated 26.8.1996 which outline guidelines for carrying out of concurrent and external evaluation of total literacy campaigns.

2. As you are aware, National Literacy Mission has been organising orientation workshops for the empanelled external evaluation agencies and has taken up development of more detailed guidelines on concurrent as well as external evaluation for guidance of implementing and evaluation agencies. In the meanwhile, it has been found necessary to clarify certain aspects and supplement the existing guidelines for proper implementation of newly introduced evaluation system. Further instructions in this context are set out below:

A. Concurrent Evaluation of TLCs

(1) All State Directorates will convene a 20-day orientation meeting of evaluation agencies empanelled for concurrent evaluation by them. In this meeting, guidelines already issued by National Literacy Mission would be discussed and broad modalities for carrying out concurrent evaluation will be worked out and standardised.

(2) In the orientation meetings with the evaluation agencies, the costing element for conducting concurrent evaluation should be worked out in detail and financial norms evolved so as to have one or two slabs or ceilings for the overall cost of concurrent evaluation linked to the size of literacy programme in a district. Relevant factors like number of learners and geographical conditions having a direct bearing on cost of carrying out evaluation study such as difficult terrain and topography should be specified in the costing pattern so as to provide flexibility in determining and allowing the cost budget.

(3) The District Collectors/Chairpersons, ZSSs must ensure that a request is made to the State Director of Adult Education for nominating concurrent evaluation agency as soon as 50% of the enrolled learners complete Primer-I.

(4) On receiving a request from Chairman, ZSS for nomination of concurrent evaluation agency, the State Director will always give to the Chairman, ZSS a panel of three institutions for evaluation.

(5) Chairman, ZSS/District Collector will write to all the three institutions and select the best out of them.

(6) The ZSS should enter into a legal contract with the evaluation agency. The contract should spell out the terms of reference and the time period within which the evaluation agency undertake to complete the evaluation study and submit a report.

(7) The contract entered into with the evaluation agency should invariably contain a clause specifying the amount that will be reduced in the event of failure to carry out the study in accordance with the terms of reference or delayed submission of evaluation report.

B. External Evaluation of TLCs

(1) Final evaluation of a TLC project shall be taken up only through an external evaluation agency nominated by Director-General, NLM. Such an external evaluation should be taken up as soon as 60% or more of the enrolled learners have completed Primer-III or nearing completion Primer-III.

(2) Chairman, ZSS/District Collector shall write to the State Director of Adult Education as soon as a District is ready for external (final) evaluation, i.e. as soon as 60% or more learners have completed Primer-III or nearing completion of Primer-III.

(3) On receiving a request from ZSS, the State Director of Adult Education would assess the readiness of the district to be subjected to final evaluation having regard to the progress achieved by the district, especially since the completion of concurrent evaluation and subsequent internal evaluations carried out, if any. If the State Director finds that the district is ready for external evaluation, he would make a request to Director-General, NLM for nominating evaluation agency(ies).

(4) On receiving a request from the State Director of Adult Education, Director-General, NLM would communicate a panel of three evaluation agencies to the State Director who, in turn, would further communicate them to the District Collector/Chairman, ZSS.

(5) Chairman, ZSS/District Collector will write to all the three nominated agencies and select the best out of them.

(6) The ZSS should enter into a legal contract with the evaluation agency. The contract should spell out the terms of reference and the time-period within which the evaluation agency undertakes to complete the evaluation study and submit a report.

(7) The contract entered into with the evaluation agency should invariably contain a penalty clause specifying the amount that will be reduced in the event of failure to carry out the study in accordance with the terms of reference or delayed submission of evaluation report.

C. Concurrent/External Evaluation of PLCs

(1) Like TLCs, all PLCs would henceforth be subjected to concurrent evaluation as well as external (final) evaluation. Procedures in regard to maintaining a panel of evaluation agencies, nomination of agencies and entering into contract with agencies shall broadly be the same as prescribed in relation to concurrent and external evaluation of TLCs.

(2) Concurrent evaluation of PLC should be conducted in the 12th month from the date of launching PLC. Chairman, ZSS/District Collector shall write to the State Directors in the 9th month for nominating concurrent evaluation agency.

(3) Final evaluation of PLC through an external agency shall be conducted in the 25th month. The Chairman, ZSS/District Collector should write to the State DAE in the 20th month and the State Director should immediately thereafter write to Director-General, NLM for nominating an evaluation agency(ies).

D. Procedure for Release of Grant

The total grant will be disbursed in three instalments. Fifty per cent of total amount will be released at the time of signing the contract. Second instalment of 35 per cent will be released when the fieldwork has been completed and tables of data received by ZSS and the final instalment of 15 per cent will be released only when the final report has been received by the ZSS. If any penalty is imposed for late submission of the report then it will be deducted from the final instalment.

You are requested to bring the above guidelines to the notice of all Zilla Saksharata Samities in your State and also take necessary action to ensure that these guidelines are scrupulously followed.

Warm regards,

Yours sincerely,

(BHASKAR CHATTERJEE)

1. INTRODUCTION

The National Literacy Mission was set up in 1988 with the objective of making 80 million persons in 15-35 age group functionally literate by the year 1995. Subsequently, changes were made in the target which now stands at 100 million people to be made literate in the same age group by the year 1999 and full literacy to be achieved by 2005. So far NLM has sanctioned 419 literacy projects which are being implemented in 427 districts. Out of these, 187 districts have moved to the post literacy phase after successfully completing the literacy phase.

2. EVALUATION SYSTEMS UNDER NLM

Self-evaluation of learning outcomes of the enrolled learners has been built into the body of the three primers. Each primer contains three tests and it has been assumed that if a learner attempts these tests he will have a fairly reliable idea of his learning weaknesses. This self-evaluation would enable the learner to perceive his own pace and progress of learning and should heighten his motivation.

Besides self-evaluation of learners, every campaign district is subjected to two more evaluations namely 'Concurrent Evaluation' which is to be carried out by agencies within the State and 'Summative Evaluation' to be carried out by agencies outside the State. Concurrent Evaluation will focus on various activities in the process of implementation of the programme such as survey, environment building, training etc. so as to detect bottlenecks, shortfalls and deficiencies and suggest corrective measures to ensure optimum efficiency. Summative Evaluation, which is normally executed at the end of the programme, will mainly focus on learning outcomes, success rate vis-a-vis the target and the impact of the campaign on the social, cultural and economic environment of the project area. The new approach to evaluation adopted by the NLM is aimed at ensuring complete transparency and thus enhancing the credibility of the results declared.

3. WHAT IS CONCURRENT EVALUATION?

The term Concurrent Evaluation is also called 'formative' or 'process' evaluation. Concurrent Evaluation of a programme as the term implies, is the evaluation of all the activities undertaken to achieve programme objectives. The information generated through this can be used for improving the health of the programme by focusing on mid-course correctives. For reasons of convenience it has been decided that Concurrent Evaluation is to be undertaken at two stages during the course of implementation of the programme. The overall purpose is to conduct a broad SWOT (strengths, weaknesses, opportunities and threats) analysis of the programme so that mid-course correction is initiated at appropriate points of time.

4. PURPOSE, NEED AND OBJECTIVES

Purpose: The purpose and spirit behind Concurrent Evaluation is quite different from that of Summative Evaluation. In the latter we declare the final result, the outcome, the level of goal attainments on the basis of objectives as accurately as possible. In a sense, we pass judgement. In concurrent evaluation, however, there is no question of passing judgement as the basic purpose is to study the bottlenecks, difficulties, problems and obstacles and discuss them with the ZSS so as to enable them to improve the programme. The role of the evaluator would be to help and guide. He should consider himself as part and parcel of the programme with the only difference that he is not there to 'cover up' but to 'unearth' and to help ZSS and NLM to weed out the obstacles and facilitate healthy growth of the programme. It is a qualitative assessment of the activities supported, of course, by data wherever necessary. Therefore, it will have to be carried out by **knowledgeable and qualified personnel of evaluative agencies.**

Need: Every campaign district is supposed to design and implement an effective Management Information System which can generate useful information to facilitate effective decision-making. But, in many districts, although good MIS have been designed, monitoring has remained the weakest link. Figures reported by many campaign districts indicate that the MIS has mainly served the purpose of data collection and recording. In most of the cases it seems that the data reported is not authentic and is sometimes inconsistent. It also appears that they have lost their educative purpose for rarely have they been used to generate correctives and improve the programme. Some districts do not attach importance to sending even this type of routine report regularly. It is, therefore, clear that the health of the programme may not be properly judged, weak points detected and improvements effected only through MIS reports which at best give only quantitative data and that too sometimes unreliable.

The success or failure of the literacy programmes may be attributed to factors such as motivation of learners, administration and supervision, environment building efforts, training of functionaries, conducting teaching/learning activities etc. The only way to ascertain the effectiveness of activities or inputs essential for the attainment of the stated goal is to evaluate them during the process of implementation itself so that appropriate remedial measures can be taken at the right time. **Thus concurrent evaluation of activities becomes unavoidable and crucial in goal attainment.**

Objectives: Thus the specific objectives of concurrent evaluation are:

(1) To examine the operational strategies and implementation processes in the context of approved plan of action and having regard to district—specific factors.

(2) To identify the strengths and weaknesses of the project.

(3) To identify the factors responsible for such strengths and weaknesses.

(4) To suggest corrective and remedial measures.

5. WHO SHOULD CONDUCT CONCURRENT EVALUATION & WHEN—TIMING OF VISITS BY AGENCY

Who:

— Concurrent Evaluation will be done by qualified agencies located within the State.

— All State Directorates of Adult Education will prepare a panel of agencies having good infrastructure such as computer facilities, experienced faculty members, etc.

— These agencies are to be properly oriented by the State Directorates before assigning to them the task of Concurrent Evaluation. A list of these agencies must also be sent to the Directorate of Adult Education, Delhi and to The Director General, NLM.

— The Chairman, ZSS should approach the State Directorate of Adult Education as soon as the district becomes eligible for concurrent evaluation for nominating a panel of three evaluation agencies.

— The State Directorate will forward a panel of three agencies to the district. One of these agencies will be selected by the Chairman, ZSS on the criteria of suitability and response. No tenders need be called. Financial criteria to be adopted are set out in Section 9.

— A Contract/Agreement (as provided at *Annexure 'D'*) must be entered into between the ZSS and the chosen evaluating agency.

2

When:

Concurrent Evaluation should be conducted at **two stages** during the course of implementation. These are:

      I Stage :   **When 50% or more of the enrolled learners have completed Primer I.**

      II Stage :   **The second stage must be completed within three months after the I Stage evaluation.**

TIMING OF VISITS BY AGENCY (Also refer item 9, page 17):

First Stage

The Agency may plan its visit to the district as soon as the letter from ZSS is received by them. **They may complete the process of first stage concurrent evaluation in one or maximum two visits** to the district depending on the convenience, distance, time etc.

The approximate time required for first stage concurrent evaluation is 24 days. As far as possible the agency may follow the suggested schedule given at item 9, page 17. However, **the brief report on first stage evaluation should be submitted to the district collector within twenty-five days from the date of signing the contract** (i.e. if the contract is signed on 1st January the report should be submitted by 25th January).

Second Stage

The agency may visit the district for conducting second stage evaluation **after forty days** from the date of conclusion of the last visit. **The agency may undertake two visits to the district during second stage evaluation.** During the first visit, the agency may hold preliminary meetings with the District Magistrate and other key functionaries, the basic necessary data regarding learners may be collected, the sampling procedures and sample size may be finalised, and the actual date of test administration in the field . may be decided during this visit.

During the second visit, the agency may complete the field visit, test administration and complete the process of data collection.

The approximate time required for second stage evaluation has also been worked out which is 48 days. The agency must mandatorily follow the suggested schedule given at item 9, page 18.

The final comprehensive and consolidated report should be submitted to the district collector within a period of four months from the date of signing the contract (i.e. if the date of contract is 1st January the final report should be submitted by 30th April).

6. BACKGROUND DATA TO BE PROVIDED BY THE DISTRICT TO THE AGENCY BEFORE CONCURRENT EVALUATION

After selecting an agency for concurrent evaluation, the district must provide necessary background data (See *Annexure A*) to the agency. This data must be supplied to the agency **within a week's time** from the date of signing the contract (See *Annexure D*). It is essential to adhere to the time-frame. If collection of certain items is found to be time-consuming, these items may be submitted to the agency during their visit to the district.

7. ACTIVITIES AND ASPECTS TO BE EVALUATED DURING *FIRST STAGE*

All the following activities should be evaluated as all of them are important milestones in the attainment of campaign goals. There are several aspects of each activity which could be studied. Only the important ones are being listed here.

It should be noted that there is **no need to administer a formal test paper to evaluate literacy skills acquired by learners at this stage.** However, the activities and aspects to be evaluated are given below:

Activities	Purpose	Aspects to be Evaluated
1. Organisation & Management structure of ZSS and People's Committees at various levels	— to execute a time-bound and result-oriented campaign — to ensure involvement of community	(a) composition of General Body, Executive Committee core group and other sub-committees. (b) frequency of meetings of ZSS Executive, attendance, specially that of non-officials. Their role in decision-making. (c) decision-making process and steps taken to solve problems. (d) application of financial rules & regulations. Do they hinder or help the pace of the Campaign. (e) role of village Education Committees, People's participatory Committees at Block level, village level specially that of E.B. Training and Monitoring. Do the members visit the field, hold dialogue with functionaries and learners. Practical steps taken to remove obstacles observed. Level of involvement of Panchayats.
(a) ZSS Secretary	— to see his capabilities and his commitment to the programme	(a) basis for selection, Educational qualification, Experience, Financial and Administrative Powers, strengths of second level leadership. Extent of Delegation of Powers.
2. Environment Building (E.B.) (** please refer to note below)	— involvement of public/community spread of campaign — information, motivation of learners	(a) organisation of different EB activities, specially Kala Jatha, Mukkad Natak, etc. and use of electronic & print media. (b) frequency. (c) which of them were people's activities with public contribution and which were paid shows. (d) usefulness of different activities in spreading the message, moulding people's opinion, enlisting their participation. Whether messages understood and noticed by intended audience. (e) E.B.'s role in motivating learners. (f) effectiveness of E.B. items in enlisting people's participation.

** Using posters, stickers, hoardings, showing cinema slides, holding meetings and conventions, wall writing, enacting plays, taking out processions and 'Kala Jathas', are the usual E.B. techniques. Among these, Kala Jathas, if organised properly, have been found most effective in involving the public in the campaign. However, it is seldom organised properly. The manner in which it should be organised to yield the desired result is described below:

A workshop of writers, poets and play writers should be held at the district level to develop scripts, songs and catchy slogans. This is a technique to involve the intelligentsia of the district in the campaign.

A 'paidal yatra' should be taken out consisting of, if possible, educationists, scientists, district level activists and general public. The route of the yatra should be chalked out in advance and villages on the route should be informed of the time and date the yatra will be passing through or halting overnight.

Villages should be encouraged to receive the yatra by erecting gates, garlanding the yatris etc. Again it is not that the yatris are manipulating their own welcome. This is but a technique of spreading the message to every home and involving the village in the campaign.

While in the village, a meeting should be held propagating the message, listening to people's problems, explaining some scientific truth or explaining certain health hazards etc. A 'workshop' of local talent could be organised to develop slogans and songs and to prepare drama scripts. An organised group of youth could be formed under local leadership to carry on EB activities, including wall writing, door to door canvassing, forming, if necessary, mohallawise VT groups, and so on.

The above activities could be carried out in greater depth in the villages the yatra halts overnight. Thus the caravan marches on.

3. Survey	— to determine exact number of non-literates	(a) whether done door to door or number obtained from records/ledgers.
	— to serve an educational purpose as well i.e. to motivate non-literates through persuasion/ small group discussions	(b) it should be done at one go to create an atmosphere and spread information about the campaign. How done? that is, in a prolonged manner/or at one go.
		(c) checking the authenticity of data collected, areas left out, if any. Check, few survey sheets.
		(d) did it serve the educational purpose?
		(e) quality of matching & batching.
4. Monitoring (MIS) and supervision	— obtaining feedback & taking corrective measures	(a) monitoring structure, monitoring tools, frequency, only data collection or examination of data and feedback at VEC, Block, ZSS and State level. Built in Checks. Innovative methods, if any.
(a) Visit by District level officials	— solution of people's and learners' problems	(b) frequency of field visits by DM, ADMs, BDOs etc. Reporting system, Action taken.
(b) Field Supervisors (*** please see note below)	— VT encouragement. Solving class difficulties	(c) supervision by District level coordinators, Block level incharge and contract persons. Frequency, Reporting system, Action taken.

*** The VTs desire that their efforts are taken notice of, and appreciated by district level officials. Also, people have several legitimate grievances. Timely redressal of these grievances would be helpful in community participation and learner motivation. This would be possible if district level officials visit the field frequently. Nature of visit must be to discuss and help rather than merely routine.

5. Selection of committed functionaries KRPs, MTs	— to evolve a group of effective trainers	(a) method of selection e.g. preferring those who took interest in EB activities through persuasion or through orders.
(a) Full-Timers	— to build a team of committed supervisors	(b) method of selection, Ratio of Government and non-Government officials, Adequacy, Commitment, Training, Reporting System.
(b) VTs	— willing VTs	(c) VTs profile.
6. Training/orientation of functionaries — ZSS Committee members — ADMs and BDOs involved — Contact persons — KRPs, MTs, VTs	— effective guidance of the campaign — effective teaching	(a) understanding of the campaign strategy- time-bound, area specific, cost effective, societal mission. (b) attitude towards the strategy. (c) time allotted in VTs training curriculum to the development of crucial skill of how to teach the lessons, how to develop comprehension, how to develop creative writing, how to involve the learners in teaching/learning; effective hours of training of each type of functionary; replacement of volunteers and the training/reading materials provided, No. of trainees and trainers in each batch; ability to persuade learners. (d) method of training by SRCs, KRPs and MTS, whether problem-oriented or based on documents/guidelines, participatory (different from just asking, occasional questions as a breather) or mainly one-sided straight lecture. Audio-visual materials used. (e) recall of main training inputs e.g. teaching steps.
7. Development of teaching /learning materials & VTs guide	— Relevant teaching/ learning materials very essential	(a) district specific or SRC Primers. (b) printed by district or bought. (c) languages of primer, (How many) (d) approved by IPCL Committee or not. (e) whether all primers printed together or one by one. The latter to be ensured. (f) primers & VTs guide printed and supplied in time or delayed, reasons for delay, printed in excess or shortage of primers. (g) relevancy of primers to the district.

8. Teaching/ learning phase	— this is the reason for the organisation of all other activities	(a) No. of present non-literates in the village/wards as against survey figure and No. participating.
	— the attainment of the main stated goal of making a large number of non-literate adults, literate, will depend upon it	(b) No. of centres functioning regularly.
		(c) average attendance.
		(d) No. of learners on different primers.
		(e) expected level of literacy skills according to the primer being studied/ completed.
		(f) lighting arrangements.
		(g) supply status of materials.
		(h) VTs method of teaching
		(i) suggestions by leaders/VEC for improving the programme.
		(j) reasons of non-literates not participating.
		— means of persuading non-participants to join and reducing irregularity.
		(k) supplies of materials actually received by learners/centres and assessment of additional supplies.
9. Support of VT- the frontline soldier	— enhancing his teaching ability	(a) guidance received from supervisors in teaching.
	— encouragement	(b) assistance received from VEC/village leaders/ supervisors in persuading learners to attend centres.
	— preventing drop out	(c) solution of his personal problems.
		(d) incentive by community/ administration.
10. Feedback from media	— support from Media is very essential	(a) Media reports on the campaign in local and popular dailies, — positive or negative.
		(b) Criticism, if any, on misappropriation of funds or any other issue.
11. Finance	— to see whether expenditure is made as planned	(a) Budget approved and sanctioned by NLM and State Government.
		(b) delay in sanction by NLM/State, if any.
		(c) procedures followed for depositing and spending, financial powers given to whom etc.
		(d) arrangements for timely audit.

12. Involvement of SDAE, SRC and others	— what type of support received from these institutions, did it make any difference	(a) role of State Directorate of Adult Education, Visits by officials, frequency, tour reports, etc. Who attends State level monthly meetings from the district?
		(b) role of SRC, limited only to training or any extra inputs given?
		(c) involvement of Primery School Teachers.
		(d) involvement of NGOs.
13. Other Aspects	— to demonstrate innovative methods/ ideas, if any	(a) documentation efforts, special features, breakthroughs, breakdowns, other highlights.

A. Methodology

(1) By the very nature of activities and their purpose, it will be a mixed process using sampling and non-sampling techniques. Aspects and responses to be checked in the field will be done in villages/wards selected randomly. The focus in the First stage of Concurrent Evaluation will be mainly on the 'processes' or the 'activities'.

(2) It should be participatory. This is an excellent educational technique leading to learning under guided observation. Participation by concerned functionaries in the evaluation process will enable them to see for themselves the effectiveness of the activity. Non-participation, on the other hand, may lead to a defensive attitude.

(3) The finding should be discussed with ZSS and other relevant functionaries.

B. The Evaluation Process

A suggested process of evaluating different activities is given below:

ACTIVITY	EVALUATION PROCESS
1. Organisation and Management structure of ZSS and people's committees at various levels	Aspects (a), (b), (c), (d) & (e): Discussion with official and non-official members. Discussion with Non-official members to be held separately. Checking the responses to (b) and (c) with those concerned and in the field, if necessary.
(a) ZSS Secretary	Aspect (a) Discussion with ZSS Secretary, DM, District core group and other functionaries.
2. Environment Building (E.B.)	Aspects (a), (b)—Discussion with ZSS.
	Aspects (c)—Discussion with ZSS and with some participants. Examination of budgeted expenditure.
	Aspect (d)—Interviewing a few general members of the public and learners exposed to E.B. items, to assess the views and opinion about campaign and readiness to participate.

ACTIVITY	EVALUATION PROCESS
3. Survey	Aspect (e)—Interviewing learners in selected villages/wards.
	Aspect (f)—Interviewing some members of the public and studying cost vis-a-vis expenditure.
	Aspects (a), (b), (c)—Discussion with a number of surveyors. Checking in the field with village leaders. Discussion with ZSS. Checking few survey sheets.
	Aspects (d), (e)—Discussion with learners and VTs in the field.
4. Monitoring (MIS) and supervision	Aspects (a), (b) and (c)—Discussion with persons concerned. Checking the responses to (a) and (b) in the field; checking MIS forms and entries in visitors book.
	Aspects (c)—Discussion with VTs, learners, contact persons in the randomly selected villages/wards.
5. Selection of functionaries (a) full-timers (b) VTs	Aspects (a), (b), (c)—Interviewing a few KRPs, MTs. Concerned ZSS Committee members, Interviewing full-timers responsible for selected villages/wards. Interviewing VTs in selected villages.
6. Training/orientation of functionaries —ZSS Committee members, ADMs, BDOs, Contact Persons, KRPs, MTs, VTs	Aspect (a), (b)—Discussion with Committee members and district/block level functionaries.
	Aspect (c)—Procurement and study of syllabus from SRCs, KRPs and MTs. Discussion with them. Participation in training is going on.
	Aspect (3)—Interviewing VTs in selected villages.
7. Development of Teaching/ learning materials & VTs guide	Aspects (a), (b), (c), (d) and (e)—Discussion with committee members and others connected with primers.
	Aspect (f)—Scrutiny of primers and discussion with some knowledgeable people and some good VTs.
8. Teaching/learning phase	Aspect (a), (b)—From the record of Contact Persons. Present number to be estimated by interviewing VTs and village leaders and checking against survey figures. Checking of reported number of functioning centres.
	Aspect (c)—From attendance register if maintained otherwise from VTs and learners.
	Aspect (d)—From VT.

Aspect (e)—The printed tests in primers may be administered. Suitable scores will have to be allotted to different questions. Cut off points same as recommended by Dave Committee. The evaluators to take some fresh primers with them in case some tests are already attempted in the primers available with learners.

Aspect (f), (g)—Discussion with VT and learners.

Aspect (h)—Observation.

Aspect (i)—Discussion.

Aspect (k)—Checking with VTs and learners.

9. Support of VTs — Aspect (a), (b), (c)—Discussion with VTs and campaign functionaries.

10. Feedback from media — Aspect (a), (b)—Discussion with committee members, meet some local journalists, refer newspaper clippings documented.

11. Finance — Aspect (a), (b), (c)—Discussion with finance committee members, collect financial data, discussion with treasurer.

12. Involvement of SDAE, SRC and others — Aspect (a), (b), (c)—Discussion with Programme managers, SDAE and SRC officials, primary school teachers and NGOs.

13. Other Aspects — Aspect (a)—Refer documentation and discuss with DM and other functionaries in the field.

8. ACTIVITIES AND ASPECTS TO BE EVALUATED DURING *SECOND STAGE*

During the Second Stage of Concurrent Evaluation only the most crucial activities i.e. **the status of teaching/learning and support of VTs** may be evaluated, besides evaluating the mid-course corrective actions taken and their outcome.

— Which of the teaching/learning and VT support aspects should be evaluated and how has it been described in detail under the sub-heading 'Activities and aspects to be evaluated' during First Stage (Activity No. 8 and 9).

— In addition, the corrective measures taken according to the recommendations of the First Concurrent Evaluation should also be studied.

— A group of learners must be drawn out of enrolled learners through random sampling for administration of test (See *Annexure B*). **The sample size should, as a thumb rule be 2.5% of the enrolled learners. However, the actual sample size should be not less than 2500 or more than 3000.**

A. Methodology

The methodology of Second Stage concurrent evaluation will be somewhat different from First concurrent evaluation of all activities. The main source of information of the status of teaching/learning and support to VTs activities will be avaiable in the field i.e. in villages/wards where the action is taking place. Since it will take considerable time to study all the villages and learners, there is no other way to do quick evaluation than to follow the technique of random sampling.

B. The Evaluation Process

1. **Discussion** with ZSS to understand the total teaching/learning situation and to get the views of ZSS regarding their areas of interest. Enlisting the participation of district and Block level officers responsible for each of the Block in the sample.

2. **Issue of instructions** to village/ward incharges to keep all necessary records ready and to ask learners in sample villages/wards to come to the place of study with their primers. The evaluation team to carry some extra primers with them or ensure their supply locally.

3. **Issue of instructions regarding the purpose of Concurrent Evaluation:** It has been experienced in some districts that once the learners have been tested they get the impression that the examination is over and they stop coming to the centres. Therefore, a clear and strong message should go to the field that the **purpose is not to 'test' learners but to study problems.** This message may also make the practice of presenting non-genuine learners unnecessary.

4. Test Paper **to be developed and printed in advance on the lines suggested in Model T6** (See *Annexure B*).

5. Marking Code in consultation with TA, for each item of the test should be worked out (See *Annexure C*).

6. Thorough training of TA in interviewing and data collection.

7. Evaluating other aspects of teaching/learning first and testing the learners later to avoid examination atmosphere.

C. Sampling

Sampling Frame

Collection of the following data:

(1) Total No. of Blocks.

(2) Total No. of villages (including hamlets) in each Block and total No. of wards in urban areas.

(3) Blockwise total no. of;
— target learners in each village/ward,
— sexwise learners continuing at the time of evaluation in each village/ward, studying:

   P-I   P-II

(4) Villages/Wards having predominantly SC/ST, Minority learners.

D. Selection of Blocks and Villages

It has been recommended that a 2.5% sample of enrolled learners who have completed P-II will be adequate for our purpose. Basing our calculation on the returns showing the number of P-II learners in different districts, it appears that we will get 2.5% of P-II learners in just about 2 villages in a Block. To have a total picture of the difficulties and problems facing the district in respect of teaching/learning, the study of only 2 or 3 villages in a Block may not reflect the total situation. The sampling technique is

therefore recommended to select two villages from each Block, strictly through the random selection technique. Thus, if there are 10 Blocks in a district, the study area will comprise 20 villages. Proportionate representation should be given to predominantly SC/ST and minority villages.

1. **The Universe**—The Universe on which the size of sample will be based will be the No. of learners who have completed or almost completed P-II. The size of the sample should not be less than 2.5% of the Universe.

2. Effort should be made to test as many P-II completed learners in the sample villages as possible. If a few P-I completed learners and those on P-III also appear for the test they may also be tested.

3. The testing tool

   For P-II completed learners it will be: T6 to be developed by evaluating agency. (Please See *Annexure B*).

4. The marking system will be the same as recommended by Dave Committee and as given in the Model T6 (*Annexure B*).

9.   TIME AND COST

Time and cost is calculated on following assumptions and data:

I.   **First Stage Concurrent Evaluation**

A.   **Data**

1.	No. of Blocks	All (Maximum 10 Blocks)
2.	No. of villages/wards	2 per Block
3.	No., of well-trained investigators	5
4.	Chief evaluators	2
5.	Approximate No. of VTs, MTs and village leaders to be interviewed	100

B.   **Time**

1.	Preparation and printing of forms and schedules	7 days
2.	Interviewing District and Block level Committee members and other high-level functionaries by chief evaluators	3 days
3.	Interview and testing at field level	7 days
4.	Submission of brief reports	7 days
		24 days

II.   **Second Stage Concurrent Evaluation**

A.   **Data**

1.	No. of Blocks	All (Maximum 10 Blocks)
2.	No. of villages/wards	3 per Block
3.	No., of well-trained investigators	12
4.	Chief evaluators	2
5.	Approximate no. of learners to be tested	2.5% or a Min. of 2500 learners
6.	Approximate no. of VTs. MTs and village leaders to be interviewed	200

B. Time

1.	Preparation, selection, training and printing of test papers and forms and schedules	14 days
2.	Interviewing District and Block level Committee members and other functionaries	6 days
3.	Interview and testing at field level	10 days
4.	Marking of 2000 test papers	4 days
5.	Analysis of data, report-writing and typing etc.	14 days
		48 days or 7 weeks

COST

The maximum amount envisaged for concurrent evaluation (for both first and second stages) is Rs. 2.50 lakh. The broad components of expenditure for both first and second stages of concurrent evaluation are given below to facilitate the preparation of budget:

(a) First Stage

— Chief Evaluator's fee (Minimum 2)
— Investigator's fee (Minimum 5)
— Preparation and production of forms, interview schedule
— Travel cost including local travel cost
—Stationery
— Miscellaneous

(b) Second Stage

— Chief Evaluator's fee (Minimum No. 2)
— Investigator's fee (Minimum No. 12)
— Preparation and printing of test papers and other schedule
— Travel cost including local travel
—Computer fee for analysis of data and secretarial services
—Stationery
— Miscellaneous

10. REPORTING

A. As soon as the first stage of concurrent evaluation is completed, the evaluating agency has a fair idea of the weaknesses, problems and bottlenecks hampering the progress of teaching/learning. It should, therefore, hold discussions with the ZSS immediately to brief them about the findings. The objective is to see that the corrective measures emerge out of collective judgement. Besides, the agency must also submit a short and compact report within 7 days of data collection so that the district could initiate action. This report should be diagnostic in nature and to the point. The main focus should be on suggesting concrete and clear steps to be taken by the ZSS to overcome problems, remove bottlenecks and to strengthen the campaign. A copy each of this report must also be sent to the State Directorate, Directorate of Adult Education, New Delhi and to the Director General, National Literacy Mission.

B. At the conclusion of the second stage of concurrent evaluation, the agency is expected to submit a more **comprehensive and detailed report.** The focus should be on the actions taken by the ZSS to improve the health of the programme, degree of improvement achieved, further prospects of the programme in the

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district concerned, steps to be taken by ZSS to achieve the desired objectives. One of the most important aspects to be covered in this report is the analysis of learners progress and the scores obtained by learners on different items, i.e. reading, writing and numeracy and the likely achievement rate of the district at the conclusion of the programme. This report must be submitted just after 15 days of data collection. Copies of this report must be sent to State Directorate, Directorate of Adult Education, New Delhi and to the Directorate General, National Literacy Mission.

11. SOME COMMON WEAKNESSES

Some of the main reasons of weakness of the campaign which have been observed are listed below to enable the reports to focus particularly on them:

1. Irregular meetings of the centres and low attendance. This happens mainly because larners are insufficiently motivated to overcome such hurdles as lack of time, opposition by family members etc. very often too, or the entire burden of persuading learners falls entirely upon the VT. He seldom receives any community help or assistance from the contact person or district/block level officers

2. Lack of facilities like non-receipt of books, writing materials and blackboard causes discouragement. Though the supplies are usually adequate, they are sometimes of poor quality and sometimes the supplies are delayed/irregular.

3. Lack of requisite full-time structure.

4. Lack of regular meetings of Executive Committee of ZSS and its sub-committees.

5. Lack of imaginative and sustained environment building.

6. Lack of retraining and refresher courses for VTs.

7. Lack of lighting or poor lighting arrangements, sometimes closes down the centres and seriously slows down the progress of learning. Learners have been found staring at their books sitting in the open in a 40 candle light bulb about 10 feet high. This should not happen when specific provision has been made for kerosene oil and lanterns.

8. VTs migrating from the village or student, VTs getting busy in their exams and not being replaced immediately. This weakens the interest of learners.

9. Essential teaching steps, such as the following, not followed by the VT:

   — reading the lessons himself first with proper pauses and emphasis, asking the learners to follow in their books and then asking them to read as he had read;

   — not asking comprehension questions;

   — not involving them in word or sentence-building;

   — making the learner spend too much time in copying instead of helping them to develop the habit and ability of creative writing;

   — skipping the exercises and tests almost altogether;

   — absence of enterainment like singing songs, story and joke-telling, narrating significant experiences, bhajans, etc.

   Such problems should be studied by the evaluating agencies and possible solutions indicated in the report.

BACKGROUND DATA TO BE PROVIDED BY THE DISTRICT AUTHORITIES TO THE AGENCY BEFORE CONCURRENT EVALUATION

I. DISTRICT PROFILE

1. Name of the District: ....

2. Population (1991 Census): (in lakh)

Total	Male	Female	SC	ST	Minority

3. Literacy Status: (1991 Census)

Lit. Rate	Male Lit. Rate	Female Lit. Rate	No. of illiterates	No. of literates

4. No. of Blocks: ....

5. No. of Gram Panchayats/Villages: ....

II. CAMPAIGN DETAILS

1. NLM Sanction Date: ....

2. Date of Launching: ....

3. Expected date of completion: ....

4. Approved Budget: ....

Total	NLM share	State Share

5. Amount released: ....

6. Expenditure: ....

III. SURVEY DETAILS

1. No. of days taken to complete
   the survey and dates: ....

2. Age of target group: ....

3. No. of learners
   identified:

Total	Male	Female	SC	ST	Minority

4. Where are these data
   (Survey) sheets stored:
   (Please tick)

   (A) Village level
   (B) Panchayat
   (C) Block
   (D) District

IV. LEARNERS' PROGRESS:

	Total	Male	Female	SC	ST	Minority

1. No. of enrolled learners:

2. No. of learners
   completed Primer-I:

3. No. of learners
   learning at P-II:

4. Reasons for drop-out,
   if any:

V. VOLUNTEERS' PROFILE:

	Total	Male	Female

1. No. of VTs required:

2. No. of identified:

3. No. trained:
   (Please enclose a copy of
   training programme/
   curriculum)

4. No. teaching: ....

5. How many additional VTs
   identified to fill the gap?: ....

6. Whether additional VTs were
   trained?: ....
   (If yes, how many and
   No. of days training given?)

   ....

7. What are the reading materials
   given to VTs during the
   training programme?:

8. Volunteers' profile:
   (Give approximate percentage
   against each category)

Category	%
1. Students	....
2. Teachers	....
3. Government officials	....
4. NGO	....
5. Housewives	....
6. Social workers	....
7. Retired people	....
8. Others (specify)	....

VI. MASTER TRAINERS' PROFILE

1. No. of MTs required: ....

   ....

	Total	Male	Female

2. No. identified: ....

3. No. trained: ....
   (Please enclose training
   programme/curriculum)

   ....

4. No. participated during
   VTs training: ....

5. What reading materials
   were distributed during
   MTs training?: ....

6. How many MTs are still
   involved in the campaign
   and in what capacity?:

VII.   RESOURCE PERSONS' PROFILE

	Total	Male	Female
1. No. of RPs required:			
2. No. identified:			
3. No. trained:			
4. No. of RPs participated in MTs and VTs training:			
5. What reading materials were distributed during RPs training?:			
6. How many RPs are still involved in campaign and in what capacity?:			

VIII.   FULL-TIME FUNCTIONARIES

	Total	Male	Female
1. No. of full-time functionaries required:			
2. No. appointed:			
3. No. engaged in literacy campaign at present:			
− At the District level:			
− At the Block level:			
− At the Panchayat level:			
− At the Village level:			
4. Are these full-time functionaries trained?: (If yes, give details regarding duration, dates, etc.)			

5. Profile:

Category	% approx
1. Unemployed youth	....
2. Social workers	....
3. Govt. officials	....
(on secondment)	....
4. Retired officials	....
5. Housewives	....
6. Others	....
(Please specify)	....

IX. CAMPAIGN COMMITTEES

		Total	Male	Female
1. No. of members in the General Body:	Officials			
	Non-officials			
2. No. of members in the Executive Committee:	Officials			
	Non-officials			
3. How often Executive Committee is expected to meet?:				
4. How many times the Executive Committee has met so far?:				
5. If expected number of meetings (of Executive Committee) were not held, give reasons:				
6. How many sub-committees are formed at the district level and their specific functions?: (Enclose a separate sheet, if necessary)				

7. How many committees are formed at Block level? How many of them have become inactive and what measures were taken to active or reconstitute them?: (Enclose separate sheet if space is not enough)

    ....

8. How many village education committees have been formed? How many of them are active and in what manner?:

    ....

X.   TEACHING/LEARNING MATERIALS

1. What T/L materials were distributed to RPs?:

    ....

2. What T/L materials were distributed to MTs?:

    ....

3. What T/L materials were distributed to VTs?:

    ....

4. Date on which IPCL committee approved Primers:

    ....

5. Whether district specific primers developed or SRC Primers used:

    ....

6. How many teachers guide printed/ bought?:

    ....

7. How many distributed?:

    ....

8. How may primers printed/ bought and distributed?:

Printed/Bought	Distributed
P. -I	
P.-II	
P.-III	

9. List of other items
    distributed to each
    learning centre:
    (Enclose a separate
    sheet, if necessary)

    ....

10. Starting date of teaching/
    learning:

    ....

11. Date/Dates on which
    Primers distributed:

    ....

    P.-I   P.-II

    ....

    ....

XI. MANAGEMENT INFORMATION SYSTEM

A. Monitoring of Committees and Full-time Functionaries

What mechanism is developed to:

  – Monitor the functioning of Committees at various levels

  – Monitor the full-time functionaries

B. Monitoring of Learners Progress

  – How does the information flow from learning centre to the district?

  – How many types of Monitoring Formats have been developed?

  – What is the frequency of reporting?

  –Is there any feedback from ZSS to Block, Block to Village?

    Please give details.

  – Are the functionaries involved in monitoring, trained? If yes, give the details regarding the duration
    of training, Resource Persons involved etc.

Date: *Signature of the ZSS Secretary*

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Note: Progress will be regarded 'satisfactory' if a learner secures at least 50% marks in each subject and 70% in aggregate. Progress unsatisfactory if less marks secured.

MODEL TEST PAPER

(Simplified Version of the Final Test Paper)

WRITING

(লেখা)

Total Marks 30

প্রশ্ন 1. লেখ ঃ   (8)

আমার নাম...

পিতার নাম...

গ্রামের নাম...

আমার বয়স...

প্রশ্ন 2. চারটি পাখির নাম লেখ ঃ   (6)

1. ....   3. ....

2. ....   4. ....

প্রশ্ন 3. এই শব্দগুলি দিয়ে বাক্যরচনা কর ঃ   (9)

বই ....

কাজ ....

জল ....

প্রশ্ন 4. এটা কিসের ছবি। এর দ্বারা কি লাভ হয় ?   (7)

উত্তর ....

READING (Including Picture Reading)

(পড়া) (ছবি পড়া সমেত)

Total Marks   40

প্রশ্ন 5. এই পোস্টারটি দেখে কিছু মর্মার্থ বুঝতে পারছ?   (6)

উত্তর ....

....

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প্রশ্ন 6. ''খাওয়ার জল ঢেকে রাখা উচিত''   (6)

কোন্ জল ঢেকে রাখা উচিত—স্নানের অথবা খাওয়ার ?

উত্তর   ....

প্রশ্ন 7. পড় এবং উত্তর লেখ ঃ—   [(10 or 5 or 2) + (18)=28]

ভোজপুর পঞ্চায়েতের বৈঠক হয়েছে। প্রধানের নাম ছিল সুরাইয়া। সুরাইয়া প্রথমবার প্রধান নির্বাচিত হয়েছিলেন। প্রথমে তো উনি খুব ঘাবড়ে গিয়েছিলেন। পরে উনি সাহস অর্জন করেন ও ঠিক-ঠিকভাবে বৈঠক পরিচালনা করেন।

(1)   প্রধানের নাম কি ছিল ?   (6)

উত্তর   ....

(2)   উনি আগেও প্রধান নির্বাচিত হয়েছিলেন কি-না ?   (6)

উত্তর   ....

(3)   উনি কেন ঘাবড়ে গিয়েছিলেন ?   (6)

উত্তর   ....

Instructions

Q. No. 7 Ask the learners to read a line or two. If he reads fluently without spelling out the words allot 10 marks. If he reads with spelling out the words allot 5 marks. If he is able to read with great difficulty even after spelling out the words allot 2 marks. Each comprehension question carries 6 marks.

ARITHMETIC

গণিত (অংক)

Total Marks   30

প্রশ্ন ৪.   ছাড় যাওয়া সংখ্যা লেখ ঃ—   (3)

| 81 | | 83 | | | | 87 | | | 90 | |

প্রশ্ন 9.   যোগ কর ঃ   (6)

```
    6  5         8  7         8  0
+   3  4      +  3  5      +  4  7
_____     _____    _____

_____     _____    _____
```

প্রশ্ন 10.   বিয়োগ কর ঃ   (6)

```
    9  8         8  0         5  5
_   3  8      _  1  7      _  2  0
_____     _____    _____

_____     _____    _____
```

প্রশ্ন 11.   গুণ কর ঃ   (9)

```
    1  0         1  2         1  3
×      4      ×     5      ×     6
_____     _____    _____

_____     _____    _____
```

প্রশ্ন 12.   ভাগ কর ঃ   (6)

2) 24 (3) 99 (

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NECESSARY INFORMATION

Book Received			GEN/ SC/ST	Age	M/F	W 30	R 40	A 30	T 100	S	N.S.
	P-I	P-II									
When											

Learner's Name   : _____

Village/Ward   : _____

Block   : _____

Previous Education   : _____

Status of Primer Completion

	B	M	E
P-I			
P-II			
P-III			

S = Satisfactory, NS = Not satisfactory
B = in Beginning lessons, M = in Middle lessons
E = in End lessons

তারিখ............................T.A.-এর নাম........................চিহ্নিতকারীর নাম...........................

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MARKING CODE

Marks

Q.1.   1 mark for each item. Deduct no marks for spelling mistakes.

Q.2.   1½ marks for each name. Names in dialect correct. Deduct no marks for spelling mistakes if meaning clear.

Q.3.   3 marks for each sentence. Sentence should be complete. Answer in dialect correct. Deduct no marks for spelling mistakes if meaning clear.

Q.4.   7 marks for even 2 benefits like: fruit, shade; 3 marks for only one benefit.

Q.5.   6 marks if answer indicates that the woman cannot read the letter.

Q.6.   6 marks for correct answer. Nil mark for any other answer. Allot reading marks according to instruction given in the TP.

Q.7.   6 marks for each comprehension question. Even one word answer will carry full mark. Answer must be based on text. General answers like writing the name of one's own village sarpanch, not correct.

Q.12.   Working need not be shown. Only correct quotient acceptable.

(The Agreement is to be executed in the non-judicial stamp paper of Rs. 2/-)

AGREEMENT FOR CONCURRENT/FINAL EVALUATION OF TOTAL LITERACY CAMPAIGN/ POST-LITERACY/ CONTINUING EDUCATION

This Agreement is made on -- Day of------------------------------- (Month), -- (Year) ----------------------- between Zilla Saksharata Samity (ZSS), Society Registered under the Societies Registration Act of 1878 having Registration No. --- and office at --through its Chairman or representative who is fully competent and authorized to enter into this Agreement vide Resolution No. ------------------------ dated ------------------------- hereinafter called Party No. 1 and the expression should mean and include its legal representatives, successors-in-interest and --- (Name of Evaluation Agency and its legal character i.e. whether registered society, public trust, university department etc.) through its representative --fully competent and authorised to enter this Agreement vide Resolution No. --------------------------------- dated--------------------- hereinafter called Party No. 2 and the expression shall mean and include its representatives and successors-in-interest.

WHEREAS the Party No. 1 is the registered society engaged in implementation of Adult Literacy Projects sanctioned by Government of India and is desirous of getting the project implemented by it evaluated through a capable evaluation agency, and

WHEREAS the Party No. 2 is capable of undertaking an evaluation study of the Literacy Project and is willing to take up the study on the payment of agreed sum to meet the cost of the study, and

WHEREAS both the Party No. 1 and Party No. 2 have agreed to give and receive a sum of Rs. .... [Rupees.. (in words)] towards the cost of evaluation study on the following terms and conditions:

NOW THE AGREEMENT WITNESSETH AS UNDER:

1. The Party No. 2 undertakes to do an evaluation study of Total Literacy Campaign/Post-Literacy/ Continuing Education implemented in the ....district .... State with regard to following parameters:

....

....

....

....

....

....

2. Party No. 2 will take a minimum sample of ....

3. The sample shall be representative of the total target group.

4. The Evaluation study will be completed within .... month(s) from the release of the first instalment of the agreed amount i.e. by .... (date).

5. ZSS will provide all the basic data concerning Total Literacy Campaign/Post-Literacy/Continuing Education to the Party No. 2 as per requirement by .... (date).

6. The Party No. 2 undertakes to conduct the evaluation study having regard to the guidelines prescribed by National Literacy Mission for Evaluation of the Total Literacy Campaign/Post-Literacy/ Continuing Education.

7. The sum agreed Rs. .... [Rupees...(in words)] will be released to the Party No. 2 in three instalments. The first instalment of 50%-60% of the amount will be released along with the signing of this Agreement; the second instalment of 25%-35% of the total amount will be released when the Party No. 2 has completed the fieldwork and submitted the final tables to the Party No.1. The final instalment of 15% will be released only when the evaluation report submitted by the Party No. 2 is accepted by the Party No. 1. The Party No. 1 will release the amount within 30 days after the submission of the study report by the Party No. 2 provided it is found satisfactory by the Party No. 1.

8. The Party No. 2 will submit ten copies of the final report to Party No. 1 and two copies each to the Director, Directorate of Adult Education, Block No. 10, Jamnagar House Hutments, New Delhi-110 011 and to State/UT Director of Adult Education.

9. If the Party No. 2 fails to submit final report within the time schedule agreed upon, the Party No. 2 agrees to deduction @ 2% of the total amount agreed upon for every 15 days of delay or part thereof.

10. If any disagreement arises between the Party No. 1 and Party No. 2 about the implementation of the terms and conditions as laid down above, the matter will be referred to the Director–Adult Education in the State/UT Directorate of Adult Education whose decision would be final and binding on both the parties.

WITNESSETH both Party No.1 and Party No. 2 named hereinabove have on the day, month and year mentioned hereinabove, signed and sealed these persons in the presence of following witnesses:

WITNESSES

1.   *Party No. 1*

2.   *Party No. 2*

ABBREVIATIONS

ZSS	:	ZILLA SAKSHARATA SAMITI
VEC	:	VILLAGE EDUCATION COMMITTEE
EB	:	ENVIRONMENT BUILDING
IPCL	:	IMPROVED PACE AND CONTENT OF LEARNING
MIS	:	MANAGEMENT INFORMATION SYSTEM
VT	:	VOLUNTEER TEACHER
MT	:	MASTER TRAINER
KEP	:	KEY RESOURCE PERSONS
SRC	:	STATE RESOURCE CENTRE
SDAE	:	STATE DIRECTORATE OF ADULT EDUCATION
T_1, T_2, T_3	:	Test 1, Test 2, Test 3
NGO	:	NON-GOVERNMENT ORGANIZATION